



***'Learn with love, flourish with faith.'***

**Curriculum Subject Skills Progression Framework**

**Subject: Modern Foreign Languages (MFL)**

	<b>Year 3 and Year 4:</b>	<b>Year 5 and Year 6:</b>
<b>Skill – Listening and Speaking</b>	<p><b>NC Objective:</b></p> <p>Pupils should be taught to listen attentively to spoken language and show understanding by joining in and responding.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• Repeat modelled words and phrases</li> <li>• Listen to and show an understanding of words and short phrases through physical response</li> </ul>	<p><b>NC Objective:</b></p> <p>Pupils should be taught to listen attentively to spoken language and show understanding by joining in and responding.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• Listen and show an understanding of simple sentences containing familiar words through physical response.</li> <li>• Listen and understand the main points from short, spoken material in French.</li> <li>• Listen and understand the main points and some detail from short, spoken material in French.</li> </ul>
	<p><b>NC Objective:</b></p> <p>Pupils should be taught to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• Listen to and identify specific words and phrases in songs and rhymes and demonstrate an understanding.</li> </ul>	<p><b>NC Objective:</b></p> <p>Pupils should be taught to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• Listen to and identify rhyming words and specific sounds in songs and rhymes.</li> </ul>

<p><b>NC Objective:</b></p> <p>Pupils should be taught to engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• Engage in a short conversation using familiar phrases.</li> <li>• Recognise a familiar questions and respond with a simple rehearsed response.</li> <li>• Ask and answer a simple and familiar question with a response.</li> <li>• Express simple opinions such as likes, dislikes and preferences.</li> </ul>	<p><b>NC Objective:</b></p> <p>Pupils should be taught to engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• Engage in a short conversation using a range of simple, familiar questions.</li> <li>• Ask and answer more complex questions with a scaffold of responses.</li> <li>• Express a wider range of opinions and begin to provide simple reasons for doing so.</li> <li>• Hold a brief conversation without scaffolding or prompts.</li> </ul>
<p><b>NC Objective:</b></p> <p>Pupils should be taught to speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• Name objects and actions.</li> <li>• Use familiar vocabulary to say a short sentence using a scaffold.</li> <li>• Speak about everyday activities and interests.</li> </ul>	<p><b>NC Objective:</b></p> <p>Pupils should be taught to speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• Say a longer sentences using familiar language.</li> <li>• Use familiar vocabulary to create a sequence of longer sentences using a scaffold.</li> <li>• Refer to everyday activities and interests.</li> <li>• Vary language choices and produce extended responses.</li> </ul>
<p><b>NC Objective:</b></p> <p>Pupils should be taught to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p><b>Children can:</b></p>	<p><b>NC Objective:</b></p> <p>Pupils should be taught to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p><b>Children can:</b></p>

	<ul style="list-style-type: none"> <li>• Identify individual sounds in words and pronounce accurately when modelled.</li> <li>• Begin to recognise the sound of some letter sequence in familiar words and pronounce when modelled.</li> <li>• Begin to adapt intonation to ask questions.</li> <li>• Begin to show an awareness of accents and silent letters and begin to pronounce words accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>• Pronounce familiar words accurately using knowledge of letter sequences to help, and observe silent letter rules.</li> <li>• Appreciate the impact of accents on sound and apply this knowledge increasingly confidently when pronouncing words.</li> <li>• Begin to predict the pronunciation of unfamiliar words using their pre-existing knowledge.</li> <li>• Adapt intonation to mark questions and exclamations.</li> </ul>
	<p><b>NC Objective:</b></p> <p>Pupils should be taught to present ideas and information orally to a range of audiences.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• Present a simple rehearsed statement to an audience.</li> <li>• Present simple rehearsed statements about themselves, objects and people to a partner.</li> <li>• Present ideas and information in simple sentences using familiar and rehearsed language to a partner or small group of people.</li> </ul>	<p><b>NC Objective:</b></p> <p>Pupils should be taught to present ideas and information orally to a range of audiences.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• Manipulate familiar language to present ideas and information in simple sentences.</li> <li>• Present a range of ideas and/or information, using prompts, to a partner or small group of people.</li> <li>• Present a range of ideas and/or information, without using prompts, to a partner or small group of people.</li> </ul>
	<p><b>NC Objective:</b></p> <p>Pupils should be taught to appreciate stories, songs, poems and rhymes in the language.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• Join in with actions to accompany familiar songs, stories and rhymes.</li> <li>• Join in with words of a song or storytelling.</li> </ul>	<p><b>NC Objective:</b></p> <p>Pupils should be taught to appreciate stories, songs, poems and rhymes in the language.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• Follow the text of a familiar song or story and sing or read aloud.</li> <li>• Understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.</li> </ul>

	<p><b>NC Objective:</b></p> <p>Pupils should be taught to describe people, place, things and actions orally.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• Say simple familiar words to describe people, places, things and actions using a model.</li> <li>• Say a simple phrase that may contain an adjective to describe people, places, things and actions using a model/scaffold.</li> <li>• Say one or two short sentences that may contain an adjective to describe people, places, things and actions.</li> </ul>	<p><b>NC Objective:</b></p> <p>Pupils should be taught to describe people, place, things and actions orally.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• Say several simple sentences containing adjectives to describe using a language scaffold/model.</li> <li>• Manipulate, use and change familiar language to describe, maybe using a dictionary.</li> <li>• Use a wider and more adventurous range of descriptive language to improve descriptions.</li> </ul>
<p><b>Skill - Reading and Writing</b></p>	<p><b>NC Objective:</b></p> <p>Pupils should be taught to read carefully and show understanding of words, phrases and simple writing.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• Read and show understanding of familiar single words.</li> <li>• Read and show understanding of simple phrases and sentences containing familiar words.</li> </ul>	<p><b>NC Objective:</b></p> <p>Pupils should be taught to read carefully and show understanding of words, phrases and simple writing.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• Read and show understanding of simple sentences containing familiar and some unfamiliar language.</li> <li>• Read and understand the main points from short, written material.</li> <li>• Read and understand the main points and some detail from short, written material.</li> </ul>
	<p><b>NC Objective:</b></p> <p>Pupils should be taught to appreciate stories, songs, poems and rhymes in the language.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• Join in with words of a song or storytelling.</li> </ul>	<p><b>NC Objective:</b></p> <p>Pupils should be taught to develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• Read and pronounce familiar words accurately using knowledge of letter sequences, observing silent letter rules.</li> </ul>

		<ul style="list-style-type: none"> <li>• Appreciate the impact of accents and apply with increasing confidence.</li> <li>• Start to predict the pronunciation of unfamiliar words using pre-existing knowledge.</li> <li>• Adapt intonation to mark questions and exclamations in a short, written text.</li> </ul>
	<p><b>NC Objective:</b></p> <p>Pupils should be taught to broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• Use strategies for remembering vocabulary.</li> <li>• Make links with English to work out the meaning of new words.</li> <li>• Use context to predict the meaning of new words.</li> <li>• Begin to use a French dictionary to find the meaning of individual words.</li> </ul>	<p><b>NC Objective:</b></p> <p>Pupils should be taught to broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• Use a range of strategies (known language, context etc.) to determine the meaning of new words.</li> <li>• Use a dictionary to help identify word classes.</li> <li>• Use a dictionary to find the meaning of unfamiliar words and phrases.</li> </ul>
	<p><b>NC Objective:</b></p> <p>Pupils should be taught to write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• Write single familiar words and short phrases from memory with appropriate accuracy.</li> <li>• Replace familiar vocabulary in short phrases written from memory to create individualised short phrases.</li> </ul>	<p><b>NC Objective:</b></p> <p>Pupils should be taught to write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• Write a simple sentence from memory using familiar language.</li> <li>• Write a series of sentences from memory with familiar language, with appropriate accuracy.</li> <li>• Replace vocabulary in sentences written from memory to create new sentences with appropriate accuracy.</li> </ul>

	<p><b>NC Objective:</b></p> <p>Pupils should be taught to describe people, places, things and actions in writing.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• Copy simple familiar words to describe people, places, things and actions using a model.</li> <li>• Write a simple phrase that may contain an adjective to describe people, places, things and actions using a model/scaffold.</li> <li>• Write one or two short sentences that may contain an adjective to describe people, places, things and actions.</li> </ul>	<p><b>NC Objective:</b></p> <p>Pupils should be taught to describe people, places, things and actions in writing.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• Write several simple sentences containing adjectives to describe using a scaffold/model.</li> <li>• Manipulate, use and change familiar language to describe, perhaps using a dictionary.</li> <li>• Use a wider and more adventurous range of descriptive language in descriptions.</li> </ul>
		<p><b>NC Objective:</b></p> <p>Pupils should be taught to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• Follow the text of familiar songs and rhymes, identifying the meaning of words.</li> <li>• Read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.</li> </ul>
		<p><b>NC Objective:</b></p> <p>Pupils should be taught to appreciate stories, songs, poems and rhymes in the language.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• Follow the text of a familiar song or story.</li> <li>• Understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.</li> </ul>

<b>Grammar</b>	<p><b>NC Objective:</b></p> <p>Pupils should be taught to understand basic grammar appropriate to the language being studied, including: feminine and masculine forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• Begin to show an awareness of word classes – nouns, adjectives, verbs and conjunctions – and make links to English equivalents.</li> <li>• Begin to use the correct gender of nouns.</li> <li>• Recognise and use the first person possessive adjectives (mon, ma, mes).</li> </ul>	<p><b>NC Objective:</b></p> <p>Pupils should be taught to understand basic grammar appropriate to the language being studied, including: feminine and masculine forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• Identify word classes.</li> <li>• Demonstrate a growing understanding of gender and use appropriate determiners.</li> <li>• Name and use a range of conjunctions to create compound sentences.</li> <li>• Recognise and use the simple future tense.</li> <li>• Recognise and use a range of prepositions.</li> <li>• Recognise and use the first and third person singular possessive adjective (mon, ma, mes, son, sa, ses).</li> <li>• Choose the correct tense of a verb (present/perfect/imperfect/future) according to context.</li> </ul>
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